

West Virginia University Workload Guidelines Procedures (Morgantown Campus, HSC excluded) March 8, 2022

West Virginia University is an R1 land grant institution that embraces the importance of rewarding excellence in teaching, research and service. As a mechanism for evaluation, the workload agreement serves as the starting point for helping to distribute faculty workload equitably and to achieve the University's larger academic mission.

West Virginia University faculty contribute meaningfully to the teaching, research and service components of the larger mission. WVU recognizes that contributions will appropriately differ across career stages, appointment types, colleges, and reflect disciplinary differences and faculty talents. However, it is also important to ensure that faculty work is equitably distributed, evaluated and rewarded within academic units and to that end, the faculty workload agreement sets out basic principles and guidelines.

Every College and Department/Other Equivalent Academic Unit must have a workload document that outlines the standard expectation for all faculty members and identifies factors that differentiate workload, as well as a general explanation as to why and how that system of differentiation works.

Colleges with separate departments will ultimately be required to submit workload documents for each department, which will provide in greater detail the department's expectations and differentiations. For all colleges, **except the Reed College of Media, the College of Law, Libraries and Extension**, the college document must include numbers 1 and 2 of the elements below and may include numbers 3 and 4. The Reed College of Media, the College of Law, Extension, Libraries, and Departments/Other Equivalent Academic Units must have a workload document that contains **all four of the following elements**:

1. The standard expectations for all faculty members
2. Identification of factors that differentiate workload as well as an explanation as to why and how that differentiation system works
3. Identification of research, teaching, and service equivalencies, within and across the three mission areas
4. An outline of multiple pathways for faculty to be successful in their academic careers

For many reasons, the creation of faculty workload typically begins by establishing guidelines for teaching, followed by research and service. Although faculty might meet full workload effort through different pathways, all faculty who are 1.0 FTE must meet

minimum standards required of WVU and their College and departments across these roles.

Within this document, we establish the overall considerations and guidelines to establish faculty opportunities within the classroom and in other areas of teaching and research. While we recognize that there may be times in which these considerations do not cover all teaching related efforts, this document is meant to provide the starting point for such discussions to establish equity within colleges and departments.

Generally, in disciplines that offer only an undergraduate degree, the average teaching load of a faculty member with an active research agenda is usually equivalent to six courses (normally 18 hours but could expand to 20 hours in units where labs are attached to three credit courses) per academic year. In disciplines that offer a master's degree, the average teaching load of a faculty member with an active research agenda is usually equivalent to five courses (about 15 credit hours) per academic year, and for faculty with an active research agenda in most disciplines that offer a doctoral degree, the average teaching load is usually equivalent to four courses (about 12 credit hours) per academic year. The teaching load for a teaching-track faculty member with a full-time appointment is usually equivalent to eight courses (about 24 credit hours) per academic year. A reduction in the teaching load can occur using College and/or Departmental (or other academic units) approved equivalent assignments in teaching, research, and/or service. Academic leaders must approve a reduction in a faculty member's teaching load.

In teaching, such equivalencies could include, but not be limited to significant curriculum development; overseeing the teaching of multiple courses; advising and mentoring significant numbers of undergraduate students; and serving and chairing multiple graduate committees. In research, such equivalencies could include, but not be limited to managing large external grants; and/or regularly producing scholarly articles in top-tier publications. In service, such equivalencies, could include, but not be limited to managing a large service project that engages communities throughout the state; holding a significant administrative assignment, such as Department Chair; or serving as a journal editor for a major disciplinary journal.

Not every College will have the exact same teaching load and factors such as class sizes, number of majors, undergraduate and/or graduate programs and research engagement can affect the workload. The level and type of service activity can also affect the standard workload.

Tenure-track faculty are generally expected to demonstrate a significant contribution in teaching, which typically equates to a 40% effort. In departments or colleges with significant research expectations (including securing external grants and working with Ph.D. students) research active faculty may have less than a 40% teaching assignment.

Teaching-track (nontenure-track) faculty are expected to demonstrate a significant contribution in teaching, which is normally an 80% effort. Other nontenure-track faculty teaching assignments will vary depending on their workload assignment. Colleges need

to have clear guidelines (when appropriate) for the teaching assignments of service, extension, and/or librarian faculty members.

Certain non-classroom academic duties performed by faculty that enhance the teaching/learning process may equate to a course equivalent. Teaching equivalencies must be identified by each academic unit but not every College or academic unit within that College will have the exact same teaching, research and service equivalencies.